

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

In this chapter, the writer divides the content into three points. They are conclusions, implications and suggestions. The explanation of each point is presented below.

#### **A. Conclusions**

This research recorded some data about the use of pictures to improve the students' speaking ability. The research was carried out from April to May 2012. There were two cycles in this action research. In both cycles, the researcher implemented some actions as follows:

1. Presenting materials completed with pictures through Power Point program by using an LCD projector and a viewer to attract students' attention in learning English.
2. Applying listening activity as an input activity before the students were asked to speak.
3. Using pictures as visual aids to help students in speaking.

In the first and second cycle, there were results showing the implementation of pictures was successful to improve the students' speaking ability. The use of pictures wrapped in Power Point program to deliver the materials was proven effective. It was so since pictures could stimulate the students to utter their opinions about the pictures that they saw in the viewer. Students were more stimulated to discuss the topic of the lesson through the displaying of some

pictures. Moreover, the pictures shown in the viewer could attract students' attention and interest in learning English. The existence of Power Point program completed with the LCD and the viewer could make teachers possible to present the colourful and meaningful pictures related to the topic.

The students' speaking ability could also be enhanced by giving an input activity that is listening activity. Listening to the modelling text recording could help students to comprehend the topic of the lesson. Students could activate their knowledge about some English words' pronunciation, new vocabulary, intonation, and so on. Based on the tests held, students' average pre-test score was 5.64 while the students' average post-test score was 7.35. This results clearly shows us that there is an improvement in students' speaking ability.

The use of pictures in production stages of speaking could improve their performances. This could be seen from four aspects, they were fluency, pronunciation, accuracy and vocabulary. By using pictures, students were motivated in showing their speaking performances for they had an aid in retelling in front of the class. Moreover, pictures could make them more confident for they did not have to memorize all the utterances of their performance. Pictures could also help students to speak orderly.

The implementation of the actions resulted in some improvements. Those improvements were related to the teaching and learning process of speaking and the students as well. Improvement descriptions were presented below.

1. The improvement of the speaking teaching and learning process

Before the actions were implemented, the teaching and learning process of the speaking class was lack of facilities and input activity. The improvements were not only found in term of the using of Power Point program through an LCD and a viewer to activate their background knowledge (BKOF stage) but also the abilities of their speaking were improved for they had an input activity before, that was listening activity.

## 2. The improvement of the students' attitudes

There were some improvements of the students after the actions were implemented. The students who formerly often lost their attention became more focused on the lesson and more active in the teaching and learning activities. They became more confident to respond to teacher's questions. Moreover, they became more confident and motivated to perform their speaking performances. Students who formerly did not brave enough to perform in front of the class changed to be challenged and would show their speaking performances. Students also knew about some speaking terms like fluency, accuracy, and pronunciation.

## **B. Implications**

Based on the result of the study, it was found that the students could enhance their speaking comprehension in the teaching and learning process. The implications of the actions are described below.

1. In this research, the material of the lesson was presented in the viewer through Power Point program. This program made the teacher easier to present the materials in slides. Also, by using these facilities the displaying of

clear and colourful pictures were possible so that the students would be motivated to utter their opinions. This implies that English teacher should optimize the use of the facilities to support the success of the teaching learning process.

2. The use of pictures to increase the students' speaking ability was proven effective. Pictures could motivate the students to speak, made them more confident in their speaking performances, and guided the students to speak orderly. This implies that English teacher should use media especially pictures to help the students to perform their speaking performances.
3. The use of pictures to increase the students' speaking ability would be more effective when it was preceded by some input activities like listening activity, vocabulary discussion, drilling activity and grammar-pronunciation consultation. This implies that to enhance the students speaking skill, some preceding activities should be taken.

### **C. Suggestions**

Based on the conclusions and implications that have been explained before, some suggestions can be directed toward the English teachers and other researchers. The suggestions are as follows:

1. To the English teachers

It is important for the teacher not only to focus on teaching reading, writing and listening but also speaking. Teaching speaking is important especially in foreign language classroom since it is one of the important indicators of the

success of teaching foreign language. It provides the students situations which they would face in their daily lives. The teaching and learning of speaking should be delivered in an interesting concept. The use of pictures could be applied since pictures are accessible media that can be found almost everywhere and everytime. The use of pictures functions optimally in activating the students' background knowledge (BKOF stage) especially when they are supported with some facilities like LCD and viewer. These two facilities could display the pictures optimally. The use of pictures can also help students in their speaking performances especially when they are presented in sequences of pictures. Also, the listening activity as the input activity cannot be ignored to improve the students' speaking ability for the students need an appropriate input before they produce the good output.

## 2. To other researchers

The actions in this study are limited only to the use of general pictures. There are many kinds of pictures like the photograph, diorama, charts, and so on. The researcher expects the other researchers to explore deeper in the use of many kinds of pictures to improve the students' speaking ability.

## 3. To the students

The researcher expects the students to do many speaking exercises not only inside the classroom but also outside the classroom. The researcher also expects the students to practice this skill independently outside the classroom.

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